

**HINGHAM MIDDLE SCHOOL
CURRICULUM SUMMARY
FOREIGN LANGUAGE
2016**

FRENCH 6th GRADE

DESCRIPTIVE OVERVIEW

This course is open to sixth graders. Students begin the process of attaining a level of proficiency in French. Active participation with other students in a variety of oral/aural tasks enables the learner to be understood and to understand the target language. Lessons are student-centered. Themes which are of interest to the learner are the basis for conversation. Listening and writing skills, the appreciation of cultural differences and similarities, and the comparison of the French and English languages are fostered. In the classroom setting students converse with their peers using props and cues for guided conversations, create original conversations, interview and question one another to seek opinions and feelings, and read and write short passages. Outside the classroom setting students should practice to internalize the patterns modeled in school for optimal learning.

GOALS AND OBJECTIVES

The general goals of this course are to:

- teach students to converse in purposeful communication about themes which are interesting and relevant to them.
- teach students the differences and similarities between their culture and the Francophone world.
- teach students about other disciplines through the foreign language.
- teach students about the nature of language by comparing English and French.
- encourage students to use the language within their community for educational, enjoyment, and travel purposes.

The specific objectives for this course are as follows:

- students will demonstrate comprehension through physical, written and verbal response.
- students will develop strategies for oral and aural proficiency by speaking with a peer, a small group or whole class, and by listening to and participating in recorded activities.
- students will develop strategies for reading which include deriving meaning through context and cognate recognition.
- students will show what they can do with the language in speaking, listening, reading, and written tasks as new and familiar topics are introduced.
- students will learn grammar in a lexical and contextual way in logical sequence which will allow them to use words naturally.
- students will demonstrate an understanding of the nature of language by comparing French and English, as reflected in their use of cognates, idioms, grammatical gender, and ways of expressing respect to others.
- students will demonstrate the critical sound distinctions between the two languages.
- students will demonstrate, in the target language, an understanding of concepts learned in other subject areas such as weather, time, family relationships and values, math facts, and geography.

- students will engage in appropriate activities that explore stereotyping and prejudice in order to avoid cultural misunderstandings. This will include learning about customs, celebrations and habits of French-speaking people.

RESOURCES AND REFERENCES

- *Discovering French*, McDougal Littell
- Associated ancillary materials: workbook, listening and speaking activities, review exercises

INSTRUCTIONAL MODEL

The lesson theme is introduced through photographs and classroom discussion based on the cultural objectives. Transparencies help to preview the lesson along with the video component. The video is designed to introduce and to reinforce the material to be learned. After the initial segments and chapter introduction, the video is shown with particular activities to reinforce the vocabulary and language structures within each lesson.

Comprehension is demonstrated through physical response such as pointing to a picture or holding up a flashcard. Students respond with a partner, in a group, or individually. Grammatical concepts are minimized; grammar is secondary to the development of oral-aural communication.

Verbal communication progresses from limited response to personalized communication. Students answer questions and create their own responses in paired practices. Visual cues guide their initial responses.

Realia-based reading incorporates cognates with new and previously learned material. Students reinforce what they know while acquiring new patterns. Students activate background knowledge prior to reading and discover that they do not need to know the meaning of every word to be a skillful reader.

Ideas are generated and writing is guided to help the beginning learner. Writing tasks are all related to the chapter theme. The learner progresses from one word to open-ended responses in writing.

Students gain confidence and assurance in their ability to communicate in all forms as they successfully communicate one step at a time. Recognition of their ability to communicate is their reward in the learning process. Students will use the language laboratory once every other cycle.

Students are encouraged to practice in the classroom and at home to become more proficient. Learning to speak a language is a skill that is developed only through practice over time.

ASSESSMENT

Students are assessed on a daily basis by active participation in class. Effort and willingness to speak are key factors for good communication. Assessment is both formal and informal. Formal assessment includes oral, aural, and written quizzes and tests. Students are asked to prepare visuals, art work, projects, short paragraphs, dialogues, and skits. Students are expected to complete assignments and to show improvement. Informal assessment includes daily oral participation, various classroom activities and activities assigned as homework. Students keep folders of all formally assessed work in the classroom and are required to maintain a French notebook and folder.

**HINGHAM MIDDLE SCHOOL
CURRICULUM SUMMARY
FOREIGN LANGUAGE
2016**

Course # 307A - FRENCH 7

DESCRIPTIVE OVERVIEW

Students continue the process of attaining a level of proficiency in French in the areas of speaking, listening, reading, and writing. Regular use of the language laboratory as well as active participation with other students in a variety of oral/aural tasks, enables the learner to be understood and to understand the target language. Lessons are student-centered. Themes which are of interest to the learner are the basis for conversation as well as student writing. Listening and writing skills, the appreciation of cultural differences and similarities, and the comparison of the French and English languages are fostered. In the classroom setting students converse with their peers using props and cues for guided conversations, create original conversations, interview and question one another to seek opinions and feelings, and read and write short passages. Outside the classroom setting students should practice to internalize the patterns modeled in school for optimal learning.

GOALS AND OBJECTIVES

Students will be able to:

- demonstrate comprehension through written, physical and verbal response.
- develop strategies for oral and aural proficiency by speaking with a peer, a small group or whole class, and by listening to and participating in recorded activities in the classroom and in the language laboratory.
- develop strategies for reading which include deriving meaning through context.
- develop effective writing through a process approach which provides for creative and personal expression of theme.
- demonstrate speaking, listening, reading, and writing skills as new and familiar topics are introduced.
- learn grammar in a lexical and contextual way in logical sequence which will allow them to use words naturally.
- demonstrate an understanding of the nature of language by comparing French and English, as reflected in their use of cognates, idioms, grammatical gender, and ways of expressing respect to others.
- demonstrate the critical sound distinctions between the two languages.
- demonstrate in the target language an understanding of concepts learned in other subject areas such as weather, relationships, values and geography.
- engage in appropriate activities that explore stereotyping and prejudice in order to avoid cultural misunderstandings. This will include learning about customs, holidays, and habits of French-speaking people.

RESOURCES AND REFERENCES

- *Discovering French Today*, Houghton Mifflin Harcourt
- Associated ancillary materials: workbook, listening and speaking activities, review exercises

INSTRUCTIONAL MODEL

The lesson theme is introduced through visual aids and classroom discussion based on the cultural objectives. A video is shown with particular activities to introduce and reinforce the vocabulary and new grammatical structures within each lesson. The Smartboard is used as an interactive visual tool that assists students with listening, speaking, reading, and writing.

Comprehension is demonstrated through physical response such as pointing to a picture or holding up a flashcard. Students respond with a partner, in a group, or individually. Grammatical concepts are explored more in depth in the seventh grade as students gain a higher level of proficiency in the target language.

Verbal communication progresses from limited response to personalized communication. Students answer questions and create their own responses in paired practices. Visual and written cues guide their initial responses.

Student writing becomes more detailed and independent at this level. Writing tasks are all related to the chapter themes and incorporate new grammar topics as they are introduced. The learner progresses from simpler guided dialogues and paragraphs to lengthier paragraph responses in writing. Students will use the language laboratory once every other cycle.

Students are encouraged to practice in the classroom and at home to become more proficient. Learning to speak a language is a skill that is developed only through practice over time.

ASSESSMENT

Students are assessed on a daily basis by active participation in class. Effort and willingness to speak are key factors for good communication. Assessment is both formal and informal. Formal assessment includes tests and quizzes on the four modalities: speaking, listening, reading, and writing. Students are asked to prepare visuals, art work, projects, paragraphs, dialogues, and skits. Students are expected to complete assignments and to show improvement. Informal assessments include daily oral participation, classroom activities and homework. Students keep folders in the classroom and are required to maintain a French binder.

Students are encouraged to practice in the classroom and at home to become more proficient. Learning to speak a language is a skill that is developed only through practice over time.

**HINGHAM MIDDLE SCHOOL
FOREIGN LANGUAGE DEPARTMENT
CURRICULUM GUIDE
2016**

Course #304M (L2) / Course #308M (L3) - FRENCH 8-1B (2/3)

DESCRIPTIVE OVERVIEW

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GOALS AND OBJECTIVES

Students will be able to:

- demonstrate comprehension through written, physical and verbal response.
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- develop strategies for reading which include deriving meaning through context.
- develop effective writing through a process approach which provides for creative and personal expression of theme.
- demonstrate speaking, listening, reading, and writing skills as new and familiar topics are introduced.
- learn grammar in a lexical and contextual way in logical sequence which will allow them to use words naturally.
- demonstrate an understanding of the nature of language by comparing French and English, as reflected in their use of cognates, idioms, grammatical gender, and ways of expressing respect to others.
- demonstrate the critical sound distinctions between the two languages.
- demonstrate in the target language an understanding of concepts learned in other subject areas such as weather, relationships, values and geography.
- engage in appropriate activities that explore stereotyping and prejudice in order to avoid cultural misunderstandings. This will include learning about customs, holidays, and habits of French-speaking people.

RESOURCES AND REFERENCES

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- Associated ancillary materials: workbook, listening and speaking activities, review exercises

INSTRUCTIONAL MODEL

The lesson theme is introduced through visual aids and classroom discussion based on the cultural objectives. A video is shown with particular activities to introduce and reinforce the vocabulary and new grammatical structures within each lesson. The Smartboard is used as an interactive visual tool that assists students with listening, speaking, reading, and writing.

Comprehension is demonstrated through physical response such as pointing to a picture or holding up a flashcard. Students respond with a partner, in a group, or individually. Grammatical concepts are explored more in depth in the seventh grade as students gain a higher level of proficiency in the target language.

Verbal communication progresses from limited response to personalized communication. Students answer questions and create their own responses in paired practices. Visual and written cues guide their initial responses.

Student writing becomes more detailed and independent at this level. Writing tasks are all related to the chapter themes and incorporate new grammar topics as they are introduced. The learner progresses from simpler guided dialogues and paragraphs to lengthier paragraph responses in writing. Students will use the language laboratory once every other cycle.

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Students are encouraged to practice in the classroom and at home to become more proficient. Learning to speak a language is a skill that is developed only through practice over time.

Advanced students will learn at an accelerated pace, be required to sharpen writing and problem solving skills, study in greater detail, and develop study skills for tackling rigorous course work. Additional enrichment will include supplementary vocabulary and authentic texts.